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a visitors book shall be kept, in which they may note down the day of their attendance, and any circumstances respecting the management of the garden which may appear to them to require attention.

XXV. The visitors shall have the power of disposing of the cuttings, seeds, or duplicates of the plants, to the proprietors only, upon such conditions as they may judge proper, and when the same can be done without injury to the institution.

REGULATIONS RESPECTING ADMISSION.

XXVI. No gentleman residing in Liverpool, or within eight miles of it, and not being a proprietor, can at any time have access to the garden.

XXVII. Ladies may at any time be introduced into the garden in the company of a proprietor.

XXVIII. Strangers may be introduced into the Garden by a proprietor, or may have access to it by a written order from a proprietor; but they will be expected to enter their names and places of abode in a book kept for that purpose.

XXIX. The families of proprietors, with the exception of children under ten, and sons above the age of twenty-one, may have access to the garden.

It was resolved, that the number of shares be limited to THREE HUNDRED; and that no person shall be permitted to subscribe for more than two shares.

*For the Belfast Monthly Magazine.*

ON THE LANCASTERIAN SYSTEM OF EDUCATION.

Having understood that a note which was inserted at page 347 of the 40th No. of the Belfast Magazine, was not thought correct in stating that a book had been published by Joseph Lancaster, in which a plan was detailed of cutting out articles of clothing without expense

BELFAST MAG, NO. XLII.

or loss of materials, I wish to explain that I saw a paragraph in the Statesman, of September 7th 1811, stating that a book had been "*just published*" "which enables ladies concerned in charity schools to furnish a constant supply of materials to work with, at a very trifling expense. It enables one mistress to teach 2 or 300 girls as readily as to instruct them in spelling on the Lancasterian system. Girls in the 6th class have as much practice in learning the work of that class in a single yard of cloth, as they can have in doing the same work to 20 garments, &c." On seeing this paragraph I was so anxious to extend the knowledge of the plan, that without waiting until I could procure a copy of the book, I ventured to recommend the perusal of it to ladies who had the management of poor schools for females. I should have requested permission to insert the paragraph in the Magazine, if it had not been written so much in the style of quackery, that I feared some parts of the statement would appear so unlikely to be realized, that it would do injury to the cause of improvement in education, by it appearing incredible that "there will be no difficulty in finding materials to employ two hundred thousand girls." I have been lately informed that the publication of this book, after being printed, has been for some cause delayed, but if it should ever be published, I still venture to recommend the perusal of it, as it may contain some valuable hints. I think needle work, which should be a prominent feature in the education of girls, is capable of great improvement.

I have also been thought too severe in saying the Lancasterian plan was *superficial*; this opinion was not taken up rashly, or without reason. Although the system is very excellent

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in many respects, yet there are defects in the plan, which I should be rejoiced to see removed. An attentive observation of the lessons, and of the progress in education made by children in a school, conducted in many respects on the Lancasterian plan, has convinced me that unless there is a greater variety of lessons, than is generally used in Lancasterian schools, the children must be superficial in their attainments.—The arithmetic lessons are defective by being too concise. Few children can have a sufficient knowledge of “simple multiplication” by learning twelve sums, each sum containing seven figures. Smart children soon learn these lessons by rote, and appear to make a great proficiency, but when they are put to other lessons the deficiency is very apparent. I believe there are only 18 cards of Lancasterian spelling lessons. Being well convinced that they would not afford sufficient instruction, I recommended the lessons, one hundred in number, published by the managers of the Dublin daily and weekly schools, as an useful addition to Joseph Lancaster’s lessons; and so far from agreeing in opinion that the Dublin lessons are an infringement on Joseph Lancaster’s *copy right*, I think the friends to education are under considerable obligations to the managers of the Dublin school for the publication of their lessons.

In an account of the Lancasterian system of education published in 1805, it is recommended that the colouring of botanical and other prints should form a part of the employment of girls in poor schools. I think this plan would not succeed; it is too theoretical. Even if ladies took the trouble of instructing the children, there would be no market for the sale of the prints. The manufacture of straw plait is also re-

commended as a profitable employment for girls; this manufacture has succeeded so far in a school in Fincham in Norfolk, as to enable some children of 9 years of age to contribute materially to the support of their families. A warehouse has been opened in Ludgate-hill, London, for the sale of the plait. The straw plait may be introduced into some schools with great advantage, but if the plan were very generally adopted, the plait would become so cheap that it would neither be profitable nor fashionable. Although making and mending articles of clothing is a troublesome part of education, the knowledge of it makes a poor family so comfortable, and in some degree independent, that I think it is very necessary to be taught in all free schools for girls. If the poor do not earn much money by making and mending clothes, they will, at least, materially increase their stock of comfort.

I should be very sorry to have it supposed that I am an enemy to the Lancasterian plan, because I point out some defects; I am a sincere friend to the system, as I consider the diffusion of education in Ireland as a means of producing an important change in the domestic manners of the people, by giving them habits of order and regularity in early life, as

“The mind impressible and soft, with ease  
Imbibes and copies what she hears and sees,  
And thro’ life’s labyrinth holds fast the clue  
That education gives her, false or true.”

I think the zealous advocates for the Lancasterian system, will do material injury to their cause by supposing all who “do no not wonder with a foolish face of praise,” are their enemies. No further valuable discovery is likely to be made by those who think they have reached the very summit of information. By not being

too proud to learn and by being willing to listen to objections, and to examine whether the objections are ill or well founded, I hope the friends to education will continue to be progressive in improvement. Y.

*For the Belfast Monthly Magazine.*

THE OPINION OF SIR JOHN VAUGHAN, CHIEF JUSTICE OF THE COURT OF COMMON PLEAS, ON THE 9th OF NOVEMBER, 1670, WHEN THE CASE OF EDWARD BUSHELL, ONE OF THE JURORS, IN THE FAMOUS CASE OF PENN AND MEAD, CAME TO BE ARGUED ON WRIT OF HABEAS CORPUS.

*Edward Bushel had been committed by the Lord Mayor, Recorder and Aldermen, at the Old Bailey; "for that contrary to law, and against full and clear evidence openly given in court, and against the direction of the court in matter of law, he, as one of the Jury had acquitted Wm. Penn, and Wm. Mead, to the great obstruction of justice." After a solemn argument before the twelve judges, the above was resolved "to be an insufficient cause for fining and committing the jury."*

*This admirable defence of Juries and clear exposition of their full powers, will be found to be conclusive against the assertions of the Attorney General, subsequent to the trial of Dr Sheridan, and demonstrates the fallacy of the distinction attempted to be set up, that the Jury had acquitted only on the question of the fact, while the court had determined the question of illegality, on the point of law. The Jury are and ought to be, sole judges BOTH OF LAW AND FACT; or trial by Jury, and the liberty of the subject are idle names.*

"IT is common for Students, Barristers, or Judges, to deduce contrary and opposite conclusions out

of the same case in law; and there is no difference that two men should infer distinct conclusions from the same testimony. What a witness says, may in the understanding of one man prove one thing, but in the apprehension of another clearly the contrary.

"If a Judge, having heard the evidence given in Court (for he knows no other,) should tell the jury upon this evidence, that the law is for the plaintiff or for the defendant, and they are under pain of fine and imprisonment to find accordingly; if the jury ought in duty, so to do, trial by jury would be but a troublesome delay, of great charge, and no use in determining right and wrong, and had better be abolished than continued: for if the Judge, from the evidence, shall, upon his own judgment, first resolve what the fact is, and so knowing the fact, shall then resolve what the law is, and order the jury under a penalty, to find accordingly, it can be of no use to continue trials by juries.

"Without a fact agreed, it is impossible for the Judge to know the law relating to the fact, or direct concerning it. The Judge can never direct what the law is in any matter controverted, without first knowing the fact.

"The Judge, merely as judge, cannot possibly know the fact otherwise than from the evidence, which the jury have; but he can never know what evidence the jury have, and consequently cannot know the matter of fact, nor punish the jury for going against their evidence; for he cannot know what their evidence was.

"If the jury were to have no other evidence of the fact than what is delivered in court, the Judge would know their evidence, and might know the fact equally as well as they, and so direct what the law is; but